DOCUMENT RESUME

ED 478 760 SP 041 664

AUTHOR	Harris, Mary M.
TITLE	Preparing the Teacher Educators of the Future.
PUB DATE	2003-04-00
NOTE	20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 21-25, 2003).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Doctoral Programs; Elementary Secondary Education; Higher Education; Postsecondary Education as a Field of Study ; *Preservice Teacher Education; Specialist in Education Degrees; *Teacher Educator Education; *Teacher Educators
IDENTIFIERS	Texas

ABSTRACT

In 2001, 11 Texas universities offering doctoral programs in education completed surveys about the focus of their programs on preparing teacher educators. Overall, three stated that their degrees in educational leadership were designed primarily to prepare school leaders, but might prepare teacher educators. The rest cited as teacher education doctorates their Ph.D. and/or Ed.D. degrees in various fields. The institutions addressed 13 topics in their doctoral programs (e.g., curriculum theory, research in teaching, and theories/strategies of instruction and classroom management). Regarding additional experiences to prepare doctoral candidates as teacher educators, one cited the doctoral dissertation, two cited graduate assistant assignments in preservice education, and one indicated that either field research or an internship was required for the Ed.D. degree. A second survey, designed to learn more about knowledge and experience desired by the "market" for teacher educators, was completed by 49 teacher education entities that offered programs approved by the State Board for Educator Certification that were not doctoral institutions. Results indicated that although graduates of most Texas doctoral programs in education might, at some time, be employed as teacher educators, only a small set of doctoral institutions have a terminal degree program specifically to prepare teacher educators. A number of factors in Texas teacher education policy discourage program quality. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 760

Preparing the Teacher Educators of the Future

Mary M. Harris
Professor, Teacher Education and Administration
and Meadows Chair for Excellence in Education
University of North Texas
P. O. Box 311337
Denton, TX 76203-1337
940/565-4327
940/369-8358 fax
mmharris@unt.edu

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Mary M. Harris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Presentation prepared for the Annual Meeting of the
American Educational Research Association
Tuesday, April 22, 2003
Chicago, IL

SP041664

BEST COPY AVAILABLE

Introduction

In spite of the considerable attention paid to the preparation of teachers in the last decade, scant attention has been paid to the preparation of those who prepare teachers (Cochran-Smith, 2003). Streams of work in this area include the development by the Association of Teacher Educators of standards for teacher educators (ATE, 1996); the conception of the Goodlad Network in the professional development of teacher educators in "centers of pedagogy" (Patterson, Machelli, & Pacheco, 1999); the framing of doctoral curriculum for teacher educator preparation at Michigan State University (Feiman-Nimser, 2001) and, recently, at the University of Nevada-Los Vegas (Odell, 2002), and elsewhere; and the work of the Task Force on Education of the Professoriate of the Association of Colleges and Schools of Education in Land Grant Colleges and State Universities and Affiliated Private Universities, in which the present study had its roots.

The purpose of the task force, formed in 1995, was to propose to the doctoral institutions that composed the membership of the Association the formal preparatory education that would qualify teacher education faculty to enable the high levels of learning expected of teacher candidates. Factors cited by the task force as providing a background for its included the following.

- The historic bifurcation of responsibility for advanced study of education between universities and normal schools;
- The effect on teacher education of increased emphasis on research and scholarship in doctoral programs for teacher education faculty;
- The historic low status of teaching in research universities;
- The greater valuing of the doctorate in education outside than inside the university;
- The low status of teacher education within the academy;

- The reluctance of doctoral faculty to guide candidates into scholarship in teacher education, encouraging fragmentation of the field by teaching specialties; and
- The lack of linkage between doctoral preparing institutions and the institutions that are the primary employers of their graduates (Yarger, Brittingham, Clark, Dolly, Galluzzo, Gideonse, Griggs, Harris, Howey, and Sternberg, 1999, pp. 2-4).

Following the example of other groups, the task force set out to determine what teacher educators should know and be able to do and to propose a curriculum designed to enable development of the required knowledge, skills, and dispositions.

Accepting the importance of scholarship and of content knowledge in the specialization in the doctoral curriculum, the task force also emphasized the importance of pedagogical content knowledge for teacher educators. The pedagogical limitations of university faculty have been documented (Howey &Zimpher, 1989; Matthews, 1997), but the task force posited that, for a teacher educator, deep knowledge of research, theory, and practice of pedagogy is as important as the ability to design and conduct scholarly inquiry. Their work elaborated a doctoral curriculum that included the following major elements, developed in detail in their report:

- Learning about learning in P-12 and college contexts
- Learning about teaching in P-12 and college contexts
- Learning how to teach *others* to learn to teach over time
- Pathways to effective teaching
- Models of teacher preparation
- Social, family, community, and education contexts
- Collaborative work
- Ensuring teacher quality
- Teacher and education policy

- Institutional environments for teacher education

After specification of a doctoral curriculum, the task force conducted two surveys, one of doctoral universities, to determine the extent to which the proposed curriculum was already implemented, and one of employers of doctoral graduates, to learn the extent of their agreement with the proposed preparatory curriculum.

The survey of doctoral providers, which drew a 56% response rate, showed that about 25% of the respondents reported a doctoral program that required doctoral candidates to demonstrate acquisition of knowledge and skills associated by the task force with the preparation of teacher education faculty. The survey of employers of doctoral graduates, which drew a 59% response rate, showed strong support for the proposed curriculum and for its elements. The employers of teacher educators surveyed were liberal arts and state colleges.

Replication of the Land Grant and State University study in Texas was of interest because of the extent to which teacher preparation entities in the state are alternative providers. The methodology and analysis of data collected from doctoral universities and teacher preparation entities in Texas were similar to those of the original study except that analysis of variance was used to see if there were significant differences in responses to questions about the desired knowledge and skills of teacher educators by type of employing entity.

Survey of Texas Universities Offering Doctoral Programs in Education

In Summer 2001, 18 Texas universities offering doctoral programs in education were asked about the focus of their programs on the preparation of teacher educators. Eleven institutions responded to the survey, which was distributed in June and again in August to non-respondents. There was a 61% rate of response.

Of the 11 responding institutions, three stated that their degrees in Educational Leadership were designed primarily to prepare school leaders but might prepare teacher

educators. The other institutions cited as teacher education doctorates their Ph.D. and/or Ed.D degrees in a variety of fields including Curriculum and Instruction; Reading Education; Language and Literacy Education; Culture, Literacy, and Language Education; Multilingual Studies and Bilingual Education; Science Education; Special Education; Early Childhood Education; Child Development; Educational Psychology; Instructional Technology; Counselor Education; and Educational Administration.

In response to questions about the content of their doctoral programs, the institutions indicated that the following topics, similar to those of the original study, listed below in decreasing order of frequency of citation, were addressed.

Table 1: Topics/Learning Experiences by Frequency of Citation as Available and as Required for Study by Doctoral Candidates in Teacher Education

Topic/learning Experience	Available	Required
1. Curriculum theory	10	10
2. Research in teaching	10	7
3. Theories/Strategies of instruction and classroom management	9	9
4. Research in teacher education	8	5
5. Instructional design	7	7
6. Evaluation of education programs	7	5
7. Supervision/Mentoring of new/preservice teachers	7	2
8. Teacher education policy	6	5
9. Teacher education programs	5	4
10. Professional development	5	1
11. Instruction in higher education	4	0
12. Internship in supervising new/preservice teachers	4	2
13. Internship in teacher education	3	1

Institutional informants mentioned additional content or learning experiences in the following areas as contributing to the preparation of teacher educators in their programs: learning theory (2), cultural foundations (2), research on literacy acquisition (2), research on bilingual education, and philosophies of leadership.

When asked which of the topics or learning experiences cited above were **required** of doctoral candidates in teacher education, institutional representatives made the responses indicated in the right column of Table 1. The two institutions that mentioned "learning theory" as an additional topic, noted that it was required in their doctoral programs.

In response to a question about additional experiences that prepare doctoral candidates as teacher educators, one informant cited the doctoral dissertation, two cited graduate assistant assignments in preservice teacher education, and one indicated that either field research or an internship was required for the Ed.D. degree. Two of the Texas institutions (18%) required of doctoral candidates both formal study of topics in teacher education and an internship or assistantship in teacher education or supervision, the same percentage of institutions in the national study that required an assistantship or internship in teacher education and/or supervision of teachers and study of research or practice in teacher education (Yarger, 1999). Most of these institutions offered multiple doctoral programs and tended to focus in responding to the survey on programs in Curriculum and Instruction or Special Education.

The task force members who administered the1996 national survey found the results "sobering," in terms of higher education's lack of provision of doctoral programs that address knowledge domains and experiences to prepare teacher education faculty.

Survey of Employers of Teacher Educators

The purpose of the second survey was to learn more about knowledge and experience desired by the "market" for teacher educators. The Texas survey was distributed to the 73 teacher education entities that offered programs approved by the State Board for Educator Certification (SBEC) that were not doctoral institutions. The survey was distributed in June 2001 and sent again to non-respondents in August.

Forty-nine entities responded to the survey, yielding a 67% response rate. Of the responding institutions, 21 were private colleges/universities, 14 were state-supported colleges/universities, 10 were regional education service centers of the state education agency, 2 were school districts, 1 was a community college, and 1 was an independent (for-profit) teacher preparation entity. The distribution of respondents by type of entity is shown in Figure 1. Figure 2 summarizes the average numbers of teachers prepared by the respondents by category, over the last three years from 1998-2000 as reported by SBEC. In this and other presentations of the data, entities are categorized as private colleges/universities, state-supported colleges/universities, regional education service centers, and "other," which includes school district, community college, and the independent teacher preparation entities.

Figure 1: Teacher Education Entities Represented

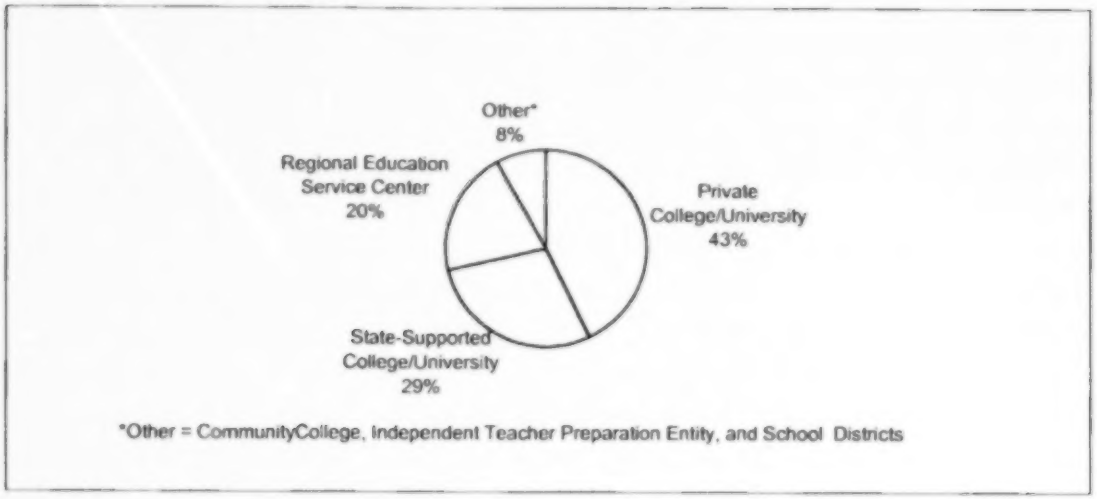
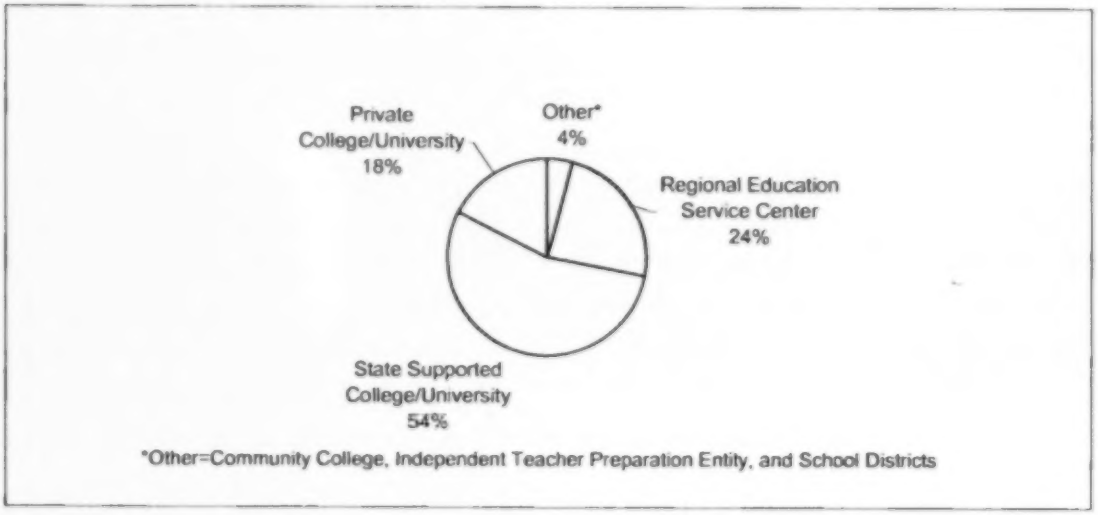


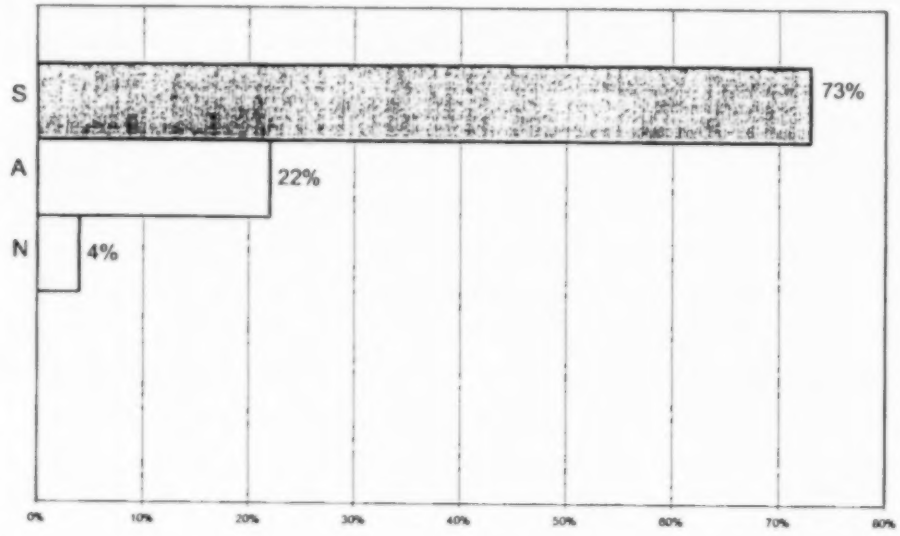
Figure 2: Average Annual Number of Teachers Prepared by Teacher Education Entities 1998-2000



Education and Experience for Teacher Educators. Questions were posed to ascertain the educational and experiential backgrounds valued by teacher preparation entities in the teacher educators they employer. Figures that represent distributions of responses to the questions posed are presented below in order of the extent of respondent agreement with the given statement. In

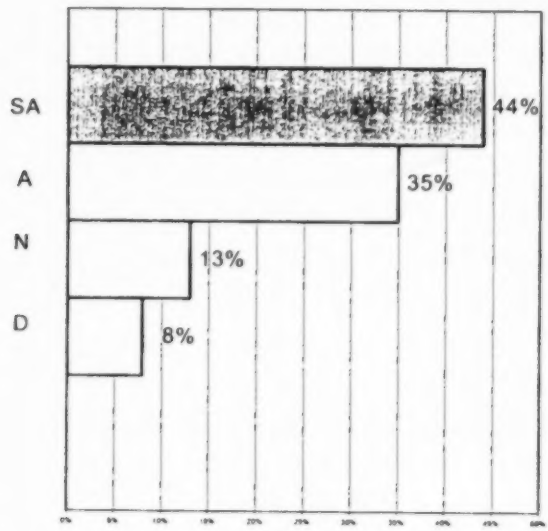
the figures, abbreviations refer to up to five choices on a Likert scale where SA=strongly agree, A=agree, N=neutral, D=disagree, and SD=strongly disagree.

1. Successful P-12 teaching experience is an important aspect of preparation for teacher educators.



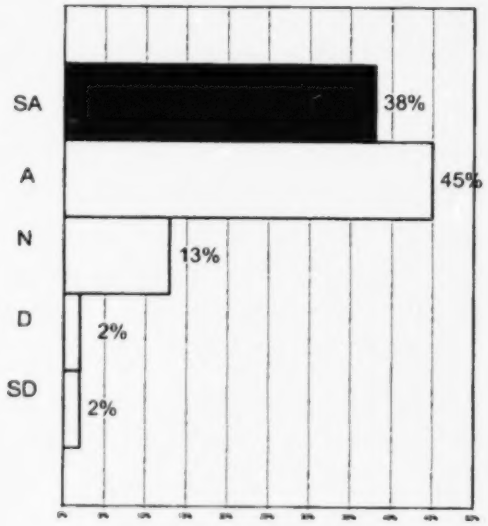
There was agreement or strong agreement with this statement by 95% of respondents from every type of entity, with 73% indicating strong agreement. There were significant differences in response to this question by type of entity, however, with state and private colleges and universities valuing teaching experience more than "other" providers, with regional service centers falling between these two groups. Still, these differences were generally a matter of strength of agreement.

2. Teacher educators should have at least five years of successful teaching experience.



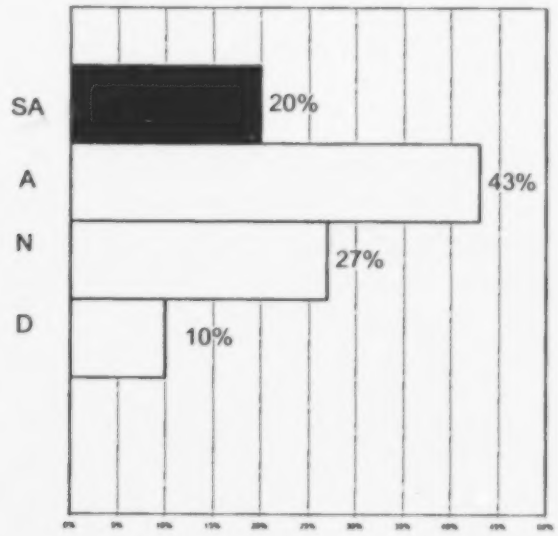
This item addressed how much teaching experience is desirable for successful work as a teacher educator. Respondents from every type of entity tended to strongly agree (44%) or agree (35%) that at least five years of teaching experience is desirable. Private and state-supported college/universities were less likely than regional education service centers or other respondents to value a teaching experience base of at least five years.

3. More attention should be paid by doctoral institutions to the preparation of candidates for work as teacher educators.



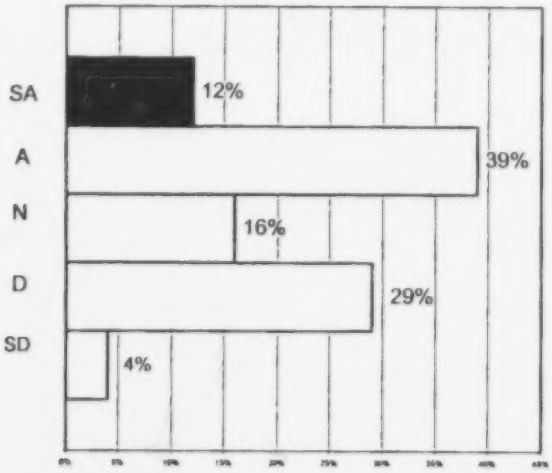
Most respondents agreed (45%) or strongly agreed (38%) with this statement. State-supported college/universities and other entities were unanimous in their agreement or strong agreement with this item. This may because other entities feel that they exist because of the failure of state universities to pay adequate attention to teacher education. Differences by type of entity in answer to this question were statistically significant, with regional service center respondents least likely to state that universities should pay more attention to the preparation of teacher educators.

4. Work in professional development centers/schools is an important aspect of preparation for teacher educators.



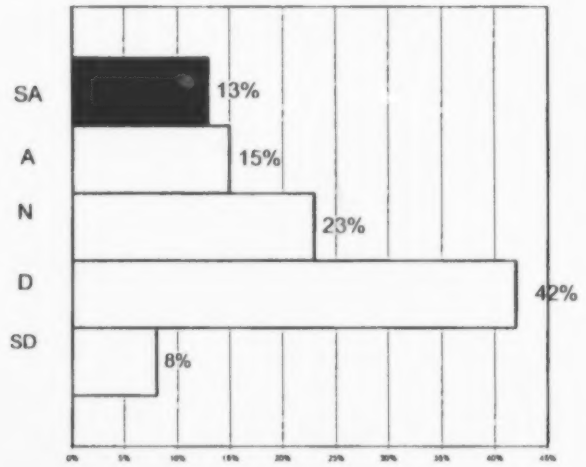
Most respondents agreed (43%) or strongly agreed (20%) with this item, which suggests an experience base in a professional development school or center as preparation for the work of a teacher educator. Responses to the item were distributed similarly among the types of teacher preparation entities responding.

5. Completion of a doctorate is an important component of preparation for teacher educators.



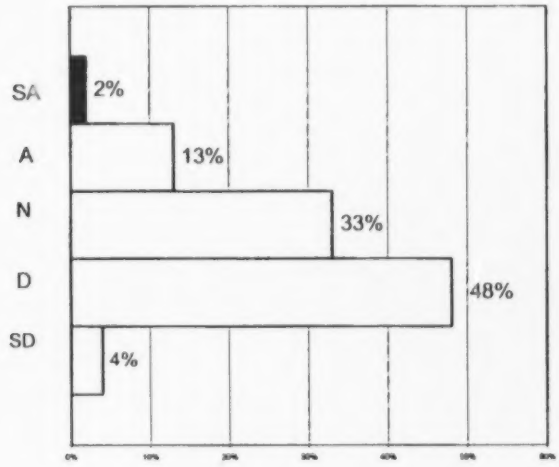
Although 51% of respondents agreed (39%) or strongly agreed (12%) with this statement, 33% disagreed (29%) or strongly disagreed (4%). There were significant differences in responses by type of entity, with state and private colleges/universities more likely to agree with this statement than regional service centers of other entities.

6. Teacher educators should have 10 or more years of successful teaching experience.



50% of respondents disagreed (42%) or strongly disagreed (8%) with this statement on which 23% of respondents were neutral. Although most respondents supported at least five years of experience for teacher educators, 10 or more years was not perceived as necessary or even, in some cases, desirable.

7. Certification by the National Board for Professional Teaching Standards is an important aspect of preparation for teacher educators.



52% of the respondents disagreed (48%) or strongly disagreed (4%) with this statement about which 33% were neutral. It should be noted that at the time of the survey, there were only 38 Board Certified teachers in Texas, so it cannot be assumed that respondents were aware of this opportunity to demonstrate teaching competence.

Knowledge Base for Teacher Education. Another set of questions addressed the knowledge base for teacher educators valued by teacher preparation entities. The knowledge base items brought forward for consideration were similar to those included in the survey of doctoral preparing institutions. Table 2 presents the results of the survey of teacher preparation entities.

Table 2: Percentage of Extent of Agreement by Teacher Preparation Entities that Future Teacher Educators Should Be Required to Gain Knowledge and Skills by Curricular Area

	SD	D	N	A	SA
Theories/strategies of instruction/classroom management				14	86
The knowledge base of teaching				20	80
The school curriculum				31	69
Supervision/mentoring of new/preservice teachers			2	27	71
Preservice/inservice teacher development	2		4	49	45
Research in teacher education		4	14	47	35
The design of teacher education programs		2	17	58	23

The policy environment for teacher education	2	17	52	29
Teaching adult learners	4	19	46	31
Evaluation of teacher education programs	2	27	43	29
Different types of teacher education entities	10	25	46	19

When teacher preparation entities were asked what, in addition to the listed topics, should be included in a preparation program for teacher educators, 23 named additional topics. Topics mentioned by more than one respondent included legal issues in education, knowledge of state standards and assessments for K-12 students and for teacher education, use of instructional technology, the importance of and strategies for collaboration between schools and teacher education entities in the design and delivery of teacher education programs, and the need for integration of doctoral programs around important topics and themes. Other ideas included cultural competence, engagement with parents and the community, Glasser's Reality Therapy, multiple intelligences, learning styles, child abuse and neglect reporting and prevention, ethics, special education, and child advocacy.

In general, responses of representatives of the different types of preparation entities were similar, although there were differences in emphasis. For example, in responding to an open ended question about program content, regional education service centers were likely to refer to the state standards, while those at state colleges and universities tended to focus on the importance of teacher education collaboration with school-based educators. Two of the items drew significantly different assessments by type of entity. One of these was knowledge about teaching adult learners, which was highly valued by regional service centers and other entities but received mean ratings less than 4 (agree) from state and private colleges/universities. Possibly this difference represents differences in the perceived ages of the candidates prepared by the types of entities. The other item referred to knowledge about the evaluation of teacher education programs, which was more highly valued by state colleges/universities and "other" entities than by private colleges/universities and regional service centers. Of the types of

entities, state colleges and universities in Texas have the most uniform and consistent systems of evaluation through the policies of the Texas Higher Education Coordinating Board. The "other" group of entities tend to be the newest and, thus, perhaps, more recent subjects of the SBEC requirements that new entities develop program proposals for approval by the board.

Findings from the survey of Texas teacher preparation entities were similar to those of the national study of 78 state supported colleges/universities and 83 independent liberal arts institutions completed in 1997. Of the 95 respondents to the national survey, 80% agreed or strongly agreed that more attention should be paid by doctoral preparing institutions to teacher education, and most indicated their agreement that items similar to those presented in Table 2 should be included in programs of preparation for teacher educators.

Findings

Although graduates of most doctoral programs in education in Texas might, at some time in their careers, be employed as teacher educators, only a small set of doctoral institutions (18%) have designed a terminal degree program specifically to prepare teacher educators. These programs include within the doctorate an assistantship or internship in teacher education or beginning educator supervision as well as content about research and practice in teacher education. The percentage of Texas universities offering such programs is similar to the national findings.

Doctoral programs that their sponsors advance as preparing teacher educators require content in teaching, learning, curriculum and instruction. These topics are considered important for teacher educators by employing teacher preparation entities, as well. However, doctoral programs that prepare teacher educators in Texas are less likely to require content that directly addresses policy, practice, or research in teacher education; supervision or mentoring of preservice and beginning teachers; professional development; or work with adult learners.

Nevertheless, these topics are considered important for teacher educators by representatives of teacher preparation entities. There were some significant differences in the value placed on certain content preparation by types of employing entity. Entities that offer "alternative certification" programs, i.e. pedagogy for baccalaureate degree holders who have passed state content exams, value knowledge of adult learners more than colleges and universities, which are more likely to offer "traditional" programs. Significant differences by entity were observed in the valuing of content on the evaluation of teacher education programs.

Representatives of teacher preparation entities in Texas generally value for teacher educators having both at least five years of teaching experience and advanced study in teacher education. Most respondents believe that doctoral institutions should pay more attention to the preparation of doctoral candidates for work as teacher educators, although doctoral preparation for teacher educators is significantly more highly valued by state and private colleges and universities than by other types of providers. State and private college and universities were also significantly more likely to value teaching experience for teacher educators.

Considering the large number of teachers needed to meet the demand in Texas schools, there is need for teacher educators who possess the knowledge bases considered important by teacher preparation entities. Unless highly qualified teacher educators are available for employment by all types of preparation entity, the Texas study suggests that non-university providers are more likely to be satisfied with less than doctoral qualified teacher educators.

Conclusion

A number of factors in Texas teacher education policy are discouraging to program quality. Although new providers of teacher education programs are required to seek program approval by the State Board for Educator Certification which applies criteria that include attention to candidate completion of content majors, instruction in pedagogy that addresses state

standards, and provision for a supervised internship, there is no continued monitoring of programs. To remain accredited, program completers, including subgroups of completers determined by self-declared ethnicity, must attain adequate scores on state licensure examinations. Once approved, teacher education entities may add program levels or subjects without specific approval. SBEC does have a state partnership with NCATE through which programs may demonstrate their attainment of state and national standards. Currently 10 Texas universities are NCATE accredited. These are generally research universities, the doctoral providers of this study.

The situation in Texas tends to recreate the bifurcation of expertise in teaching between researchers and practitioners that formed part of the backdrop for the work of the Task Force on Education of the Professoriate. The Texas replication showed no greater commitment on the part of Texas doctoral universities than of research universities nationally to prepare faculty specifically for the teacher education professoriate. Universities that did focus on preparation for the professoriate in education tended to offer programs geared to replicate their own faculties rather than to serve the needs of consumer teacher education entities, including those in school districts, regional education service centers, and community colleges. Compared to their national counterparts, the "consumer" group for teacher educators in Texas, while eager to employ well qualified teacher educators, showed less enthusiasm for well designed doctoral programs as the vehicle for preparation of teacher educators. In this climate, the necessity to implement high quality doctoral programs whose curriculum provides a solid knowledge base about teacher education, including policy and practice options, is especially compelling.

References

Association of Teacher Educators (1996). *Certification of master teacher educators.* Reston, VA: Author.

Cochran-Smith, M. (2003). Learning and unlearning: the education of teacher educators. *Teaching and Teacher Education, 19(1)*: 5-18.

Feiman-Nimser, S. (2001). Knowing and doing in the preparation of teacher educators. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle WA.

Howey, K. & Zimpher, N. (1989). *Profiles of preservice teacher education: Inquiry into the nature of programs.* Albany: State University of New York Press.

Matthews, N. (1997). *Bright college years: Inside the American campus today.* New York. NY: Simon and Schuster.

Odell, S. J. (2002). Preparation program for teacher educators. Paper presented at the Annual meeting of the Association for Teacher Educators, Denver, CO.

Patterson, R. S., Machelli, N. M., & Pacheco, A. (1999). Centers of pedagogy: New structures for educational renewal. *Agenda for education in democracy*, Vol. 2.

Yarger, S., Brittingham, B., Clark, V. L., Dolly, J. P., Galluzzo, G., Gideonse, H. D., Griggs, M. B., Harris, M., Howey, K., Sternberg, L. (1999, September). *The next generation of teacher educators: Preparing the professoriate.* Association of Colleges and Schools of Education in Land Grant Colleges and State Universities and Affiliated Private Universities.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Preparing the Teacher Educators of the Future	
Author(s): Mary M. Harris	
Corporate Source: AERA Conference University of North Texas	Publication Date: 4/22/03

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

[X]

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

[ ]

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

[ ]

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Mary M Donnell Harris	Printed Name/Position/Title: Mary M. Harris, Professor
Organization/Address: University of North Texas Meadows Chair for Excellence in Education P.O. Box 311337, Denton, TX 76203	Telephone: 940/565-4327 FAX: 940/369-8358
	E-Mail Address: mmharris@unt.edu Date: 7/10/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20742-5701
ATTN: ACQUISITIONS

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)